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ABSTRACT

This book combines personal stories of rhetoric and composition teachers with statistical data derived from various government and academic research studies to document gender experiences of college writing teachers and administrators. Anecdotal evidence was drawn from a survey questionnaire mailed to 3,000 college writing teachers, follow-up telephone interviews, campus visits and conversations with writing teachers, and 51 solicited personal narratives. The study finds that lower-division writing courses in colleges and universities tend to be staffed primarily by women, who receive minimal pay, little prestige, and have less job security than their male counterparts who are similarly affected by the undervaluation of a field considered to be "women's work." The book notes that more glory is afforded the teaching of literature (traditionally dominated by men) than the teaching of rhetoric and composition. Beyond this, however, the book seeks to explain why, even within the field of rhetoric and composition, the accomplishments of women receive less credit than those of men. The book contains excerpts from many of the personal narratives, and also provided information about writing programs, teaching and administrative responsibilities, distribution of research funds, promotion and tenure guidelines, and teacher data. (Contains 46 references.)(CH)

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